

## Implementation of An Integrative Collaboration Model in Spelling Hijaiyah Letters For Deaf Hard of Hearing Students at SLB Negeri 1 Palu

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### ABSTRACT

This research aims to develop an integrative collaborative model in spelling Hijaiyah letters for deaf students at SLB Negeri 1 Palu. The model was designed by combining Iqra method and Nahdliyah method to provide a comprehensive and effective learning approach. The research used a quantitative approach with an experimental design of Single Subject Research (SSR) type A-B-A-B. The research sample consisted of 8th grade deaf students who have hearing impairment or hard of hearing.

The results showed that this integrative collaboration model had a positive impact on the ability to recognise hijaiyah letters in deaf students. In the initial baseline condition, students were only able to recognise three hijaiyah letters. However, after being given intervention with an integrative collaboration model, there was a significant increase in the ability to recognise hijaiyah letters. The data showed that after the intervention, students were able to recognise all hijaiyah letters with a high level of mastery.

This study concludes that the integrative collaboration model that combines the Iqra and Nahdliyah methods can be an effective alternative solution in learning to spell hijaiyah letters for deaf students. This model not only improves students' ability to recognise hijaiyah letters, but also provides an inclusive and fun learning experience.

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### 1. Introduction

In response to the limitations of previous methods, this research proposes a collaborative model for teaching hijaiyah letters. This model takes into account educational goals, student characteristics, preferred learning stimuli (audio, visual, kinesthetic), environmental conditions, and the instructional scope. Each existing model has its strengths and weaknesses, necessitating a synthesis of multiple approaches to create engaging, enjoyable, and effective learning experiences. The objective of this study is to develop an integrative collaborative model for teaching hijaiyah letters to deaf students at SLB Negeri 1 Palu.

In Indonesia, compulsory education aims to ensure equal and inclusive educational rights for all students, including those who are deaf. Education encompasses both general and religious education, such as reading the Qur'an. Reading the Qur'an involves the application of tajweed, which includes the correct pronunciation of letters (makhradjul huruf), their properties, and reading laws. This aspect of tajweed is crucial for the proper recitation of the Qur'an and is closely linked to articulation.

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Deafness is defined as a loss of hearing ability, preventing individuals from perceiving auditory stimuli. This impairment affects the language and speech skills of deaf students, distinguishing them from their hearing peers (Biggers, 2023). Language and speech skills are interconnected with listening abilities, leading to a limited vocabulary among deaf students. Additionally, their pronunciation of words is not as clear as that of hearing students. This applies to reading both alphabetical and hijaiyah letters. For deaf students with hearing impairments, reading hijaiyah letters is an abstract concept due to their limited vocabulary. These students face challenges in acquiring language, impacting their ability to express themselves verbally and in writing. Deaf students are often referred to as visual learners, relying heavily on their visual functions (Anugrah, Gunarhadi, & Andayani, 2023).

Various methods for teaching hijaiyah letters to hearing-impaired students have been developed, such as the Iqra, Tilawati, Bismillah, and Qiro'ati methods. Some approaches integrate makhrajul huruf with the Quantum Learning model (M2QL), or use the Bagdadiyah method in combination with hearing aids. The development of learning methods also includes initiatives like Pesantren ABaTa or Rumah ABata. However, these methods still face implementation challenges.

SLB Negeri 1 Palu is a special school that educates deaf students from elementary to high school. The curriculum includes a subject on reading hijaiyah letters, typically introduced in grade 3. Initial observations revealed that eighth-grade deaf students struggled with spelling hijaiyah letters. In a class of five students, four are Muslim. Given the obstacles and shortcomings of previous methods, this research aims to develop a collaborative model for spelling hijaiyah letters. Factors to consider include the educational objectives, student characteristics, desired learning stimuli (audio, visual, kinesthetic), environmental conditions, and instructional scope. Each model has its advantages and disadvantages, necessitating a convergence of multiple approaches to create an engaging, enjoyable, and effective learning experience. This research seeks to develop an integrative collaborative model for teaching hijaiyah letters to deaf students at SLB Negeri 1 Palu.

## **2. Literature Review**

### **2.1 Integrative Collaboration Model Development**

The Integrative Collaboration Model combines two distinct methods to enhance and provide a holistic learning experience. It merges the Iqra method, known for its structured approach to spelling letters, with the rhythmic An-Nahdliyah method. The following outlines each method:

#### **2.1.1 The Iqro' Method**

Developed by KH As'ad Humam from Yogyakarta, the Iqro' method is a prominent approach to teaching Qur'anic reading by introducing Hijaiyah letters with a strong emphasis on reading practice (As'ad Humam, 2000). This method is systematically organized, progressing from simple to more advanced levels, making it suitable for learners of all ages, including children, teenagers, adults, and the elderly. It is characterized by ten distinctive features: direct reading, CBSA (Active Student Learning), private/classical, modular subject matter, practical assistance, systematic progression, varied techniques, communicative elements, and flexibility (Tsaqifa Taqqiya Ulfah, 2019).

The Iqro' method, packaged into six systematically arranged volumes, facilitates Qur'anic reading for diverse age groups, from students to the elderly. This approach helps learners recognize Hijaiyah letters and read the Qur'an in a structured manner (Mukhlis, 2023). For deaf and hard-of-hearing students, this systematic structure provides clear steps in the learning process, aiding in the understanding and retention of Hijaiyah letters. Consistent repetition and practice are integral to this method, strengthening memory and comprehension (Meda Sulistya, 2016). Adapted to incorporate multisensory learning techniques, the Iqro' method engages multiple sensory channels to support deaf and hard-of-hearing students. Visual and kinesthetic activities, such as writing letters in sand or soil, help these students understand letter shapes and enhance motor skills (Srijatun, 2017).

### **2.1.2 The An-Nahdliyah Method**

The An-Nahdliyah method is a distinctive approach to Qur'anic reading that emphasizes the rhythm and regularity of recitation, often referred to as the 'beat' code. The method's name is derived from Nahdlatul Ulama, Indonesia's largest socio-religious organization, symbolizing the rise of Islamic scholars. This organization's principles inspired the development of the An-Nahdliyah method as a structured system for learning the Qur'an (Akhmad Fadli, 2019).

Key characteristics of the An-Nahdliyah method include: a. Structured Subject Matter: Content is organized in a six-volume series. b. Letter Introduction and Training: Simultaneous introduction and reinforcement of makharijul (articulation points) and sifatul (letter attributes) letters. c. Practical Application of Tajweed: Tajweed rules are taught practically and supported by the murotal platform. d. CBSA Principle: Learners are encouraged to develop an understanding through the Active Student Learning (CBSA) approach and process skills. e. Classical and Individual Learning: Teaching is conducted in a classical setting for group tutorials and individually for Qur'an reading, facilitating the musafahah (face-to-face) process. f. Continuous Evaluation: Regular and ongoing assessments ensure continuous improvement. g. Development of Qaidah Baghdadiyah: The method builds upon the principles of Qaidah Baghdadiyah (Muhtaromet, 2008).

### **2.2 Deaf and Hard of Hearing Students**

Deafness is a state of hearing loss that prevents an individual from perceiving various stimuli, particularly auditory ones. It encompasses a range of hearing impairments, from mild to severe, and includes conditions classified as deaf and hard of hearing. A deaf individual is unable to hear and consequently faces challenges in processing language through auditory means, whether or not they use a hearing aid. In contrast, a hard-of-hearing person typically uses a hearing aid and retains enough residual hearing to process spoken language through auditory input when using the device (Alvi Nurdina, 2017).

The most significant impact of pre-lingual deafness is on the development of spoken language, which in turn affects the ability to learn in a traditional school environment that relies heavily on verbal instruction, reading, and writing. The degree of difficulty in accessing language varies among individuals, influenced by the severity of the hearing loss, the auditory environment, and personal characteristics. Generally, mild deafness poses fewer challenges compared to severe deafness.

### **2.3 Integrative Collaboration Model for Teaching Hijaiyah Letters to Deaf and Hard of Hearing Students**

This model aims to support the learning abilities of deaf students, particularly those with hard of hearing (HH) conditions. The expected positive impacts of this collaboration model include: 1) Serving as a reference for addressing challenges in teaching Hijaiyah letters to deaf students. 2) Introducing innovative approaches in the field of Special Education. 3) Providing alternative solutions for learning to spell Hijaiyah letters. 4) Establishing an effective learning model for teaching Hijaiyah letters to deaf students in schools (Safari, 2023).

For deaf students, learning to speak involves mastering articulation, which includes pronouncing letters, syllables, words, and even sentences. This process, known as articulation learning, aligns with the pronunciation of Hijaiyah letters, also called makharijul huruf, referring to the points of articulation for these letters. The Baghdadi model is suitable for implementing articulation learning. To facilitate the learning of makharijul letters for deaf students, it is combined with the Nahdliyah model, which incorporates tapping tools to enhance motivation and enthusiasm. This model focuses on helping deaf students develop an accurate understanding of Hijaiyah letters. Although their articulation may not be perfect, students can grasp the points of articulation and learn how to read the letters, aiding them in reading subsequent verses of the Qur'an (Bayu Pamungkas, 2023).

The integrative collaboration between the Iqra Method and the Nahdliyah Method offers a comprehensive and effective approach to teaching Hijaiyah letters to deaf students. By merging the systematic structure of Iqra with the rhythmic techniques of Nahdliyah, deaf students can engage in a structured, interactive, and personalized learning experience. This approach enhances their understanding and strengthens their Hijaiyah reading skills.

### 3. Methodology

This study addresses its research problems using a quantitative approach, specifically through an experimental model. The research design adopted is the Single Subject Research (SSR) experimental design. SSR involves conducting experiments with a single subject or participant, with results presented and analyzed individually (Rahmani & Mahyana, 2021). The experimental approach using the SSR design aims to examine the development of an integrative collaboration model for spelling Hijaiyah letters among deaf and hard of hearing students at SLB Negeri 1 Palu.

The SSR design generally includes two main categories:

- a. **Reversal Design:** This includes A-B design, A-B-A design, and A-B-A-B design.
- b. **Multiple Baseline Design:** This includes multiple baseline across conditions, multiple baseline across variables, and multiple baseline across subjects (Paul C. Price, 2015).

In this study, the researchers employed the A-B-A-B reversal design, which is an advanced form of the basic A-B design. The A-B-A-B design demonstrates a stronger control relationship with the independent variable compared to the A-B-A design. By comparing two baseline conditions before (A1) and after the intervention (A2), the impact of the intervention can be assessed more convincingly. Initially, the target behavior is measured in the baseline condition (A1), followed by the intervention condition (B1), and then repeated in the baseline (A2) and intervention (B2) conditions with the same subject.

The research was conducted at SLB Negeri 1 Palu, involving hard of hearing students in class VIII. The sampling technique used was purposive sampling to ensure that the samples had similar abilities (specifically in spelling Hijaiyah letters) and could represent the population's characteristics. According to the SSR design, the research sample consisted of several deaf students who have residual hearing or are hard of hearing.

### 4. Results and Discussion

This research was conducted using a single subject experimental design or Single Subject Research. The research design used is A - B - A. The data that has been collected, analysed through descriptive statistics and displayed in graphs. The data analysed in this study were data on the introduction of hijaiyah letters in class VIII deaf students at SLB Negeri 1 Palu before being given treatment (baseline 1 (A1)), when given intervention (B) and after being given intervention (baseline 2 (A2)).

In accordance with the target behaviour in this study, namely the introduction of hijaiyah letters using the Integration Collaboration Model. The research subjects were deaf students at SLB Negeri 1 Palu in a student with the initials AF. their characteristics in order to more easily understand the learning provided. The data analysis used is descriptive statistics because it uses a single case design that focuses on the individual. The data to be analysed in this study are analysis in conditions and analysis between conditions that show the estimation of directional tendency, stability tendency, data trace and level of change that increases positively.

Baseline 1 conditions were carried out three times because there was no change from the test results. Students are only able to spell three hijaiyah letters, namely ت ب ا until it is declared stable. From the baseline 1 condition, a mean level of 10 was obtained with an upper limit of 10.75 and a lower limit of 9.25. In the intervention condition (B), it was carried out ten times where the test results after being given the first intervention obtained a result of 16.6 which means an increase compared to the initial condition and continued to increase until the ninth meeting after being given intervention through the Integration Collaboration Model had reached 100 of the entire test given until the tenth meeting still obtained a score of 100, until the researcher felt it was enough. From the intervention condition (B) that occurred, a mean level of 58.98 was obtained with an upper limit of 66.46 and a lower limit of 51.48. In baseline 2 conditions, there was an increase in the ability to recognise hijaiyah letters when compared to baseline 1 conditions, there were very good changes after the Integration Collaboration Model was applied. In baseline 2 conditions obtained a mean level of 91.06 with an upper limit of 98.05 and a lower limit of 84.06.

Based on the trend of direction at baseline 1 the results are flat, meaning that in this condition there is no change in the ability to recognise hijaiyah letters in the intervention condition (B) the trend of direction is upward, which means that the ability to recognise hijaiyah letters of the subject has changed or increased after being given treatment using the Integration Collaboration Model. The direction tendency in the baseline 2 condition is increasing, which means that the ability to recognise hijaiyah letters increases but is not as sharp as in the intervention condition, students understand more about hijaiyah letters. The tendency of stability in baseline 1 conditions is stable, then in intervention conditions it is unstable and

finally in baseline 2 conditions it is stable. The lowest level in the baseline 1 condition is located at point 10 and the highest data at point 10.

The number of variables changed is one variable from baseline 1 condition (A1) to intervention (B). Changes in directional tendency between baseline 1 conditions (A1) and intervention conditions (B) are horizontal to upward. This means that conditions can get better or become more positive after the intervention (B). In the Intervention (B) condition with baseline 2 (A) the direction trend is stably increasing. Changes in stability trends between baseline 1 (A1) conditions with intervention (B) are stable to variable and in intervention conditions (B) to baseline 2 (A2) variable to stable. Changes in levels from baseline 1 (A1) to intervention conditions (B) increased or improved (+) by 6.6%. Furthermore, the intervention condition (B) to baseline 2 (A2) decreased, namely a change in level (+) of 13.4% or increased. Overlapping data between conditions of baseline 1 (A1) and intervention (B) conditions is 0%, while between intervention conditions (B) and baseline 2 (A2) 0%. The intervention still has an effect on the target behaviour, namely the ability to recognise hijaiyah letters. this can be seen from the results of the increase in the graph. This means that the smaller the percentage of overlap, the better the effect of the intervention on the target behaviour.

Based on the results of the research that has been carried out, overall it shows an increase in the ability to recognise hijaiyah letters of the subjects who were treated after applying the Integration Collaboration Model. The Integration Collaboration Model can improve multisensory abilities based on the assumption that students can learn well if teaching materials are presented in various modalities, namely visual (vision), auditory (hearing), kinesthetic (movement), and tactile (touch). Based on this opinion

## 5. Conclusion

Based on the research results that have been described, it can be concluded that the ability to recognise hijaiyah letters of deaf students in class VIII SLB Negeri Palu in baseline 1 (A1) conditions is very poor with a condition length of three sessions getting the same or fixed value. The ability to recognise hijaiyah letters of deaf students in class VIII SLB Negeri Palu in the intervention condition (B) is very good with a condition length of ten sessions experiencing a change or increase after the Integration Collaboration Model is applied. The ability to recognise hijaiyah letters of deaf students in class IV SLB Negeri 1 Palu in baseline 2 (A2) condition is very good with a condition length of three sessions experiencing a change or increase compared to baseline 1 (A1) condition. The ability to recognize the hijaiyah letters of deaf students based on the results of the analysis between conditions, namely in the baseline 1 (A1) condition, the ability of very poor deaf students increased to the excellent category in the intervention condition (B), and in the baseline 2 (A2) condition remained in the excellent category.

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